

Grade 4 Math**Subclaim: Modeling**

The standard designation is included preceding each evidence statement.

Evidence Statements may:

1. Use exact standard language
2. Be derived by focusing on specific parts of a standard
3. Be integrative - the testing of more than one of the standards on a single item/task without going beyond the standards to create new requirements

Evidence Statements	Clarifications	Relationship to Mathematical Practices
Modeling (D)		
4.D.1 Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements.	<ul style="list-style-type: none">●Tasks may have scaffolding.●Multi-step problems must have at least 3 steps.	MP.4
4.D.2 Solve multi-step contextual problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated in 3.OA.A, 3.OA.8, 3.NBT, and/or 3.MD.	<ul style="list-style-type: none">●Tasks may have scaffolding, if necessary, in order to yield a degree of difficulty appropriate to Grade 4.●Multi-step problems must have at least 3 steps.●Tasks do not require a student to write a single equation with a letter standing for the unknown quantity in a two-step problem, and then solve that equation.●Tasks may require students to write an equation as part of their work to find a solution, but students are not required to use a letter for the unknown.●Addition, subtraction, multiplication and division situations in these problems may involve any of the basic situation types with unknowns in various positions.	MP.4